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ABSTRACT

The curriculum guide is introduced by a history and identification information for the trainable mentally handicapped. Each area of instruction presents the importance of the unit, objectives, an outline of content, sources of information, evaluation techniques, and the work-study skills integrated into the unit. Areas included are self care, economic usefulness, language development, social adjustment, music, arts, and crafts, and physical education. Future plans for guidance and counseling, speech and hearing programs, a sheltered workshop, and preschool programs are briefly discussed. Appendixes suggest field trips and present a progress report and bibliography. (JM)

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PAINTSVILLE SCHOOL
CURRICULUM GUIDE
FOR TRAINABLE
MENTALLY RETARDED

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PAINTSVILLE CITY SCHOOL

Curriculum Guide
for
Trainable Mentally Retarded

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CURRICULUM GUIDE FOR THE EDUCABLE MENTALLY RETARDED

The research committee responsible for planning and preparing this Curriculum Guide realizes that the new innovations and practices in the area of special education will make it imperative that continuous evaluation and revision of the Paintsville program will be necessary.

Audrey Pratt, Special Education
Garnett Salyer, Special Education
Joyce Conley, Special Education
Lillian Arrowood, Remedial Reading
Mabel LeMaster, Elementary Guidance Counselor

Special Consultants:

Beverly Coleman
Dorothy Norman

Demonstration Center
Champaign, Illinois

Paintsville Elementary School

Oran C. Teater
Superintendent of Schools

Eugene Frazier
Assistant Superintendent

James H. Wheeler
Elementary Principal

September, 1968

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I. Introduction

The Paintsville Independent School District is in the midst of its Special Education Program.

The Curriculum Guide is written for the Trainable Mentally Retarded.

The seven major areas of instruction in the Paintsville program have been compiled in unit outlines for this booklet. The outlines which follow do not represent the total program of training at Paintsville School but does constitute the major areas making up the program.

There are seven major areas recommended for an effective program in the Trainable Mentally Retarded Program. The seven areas are: self-care, economic usefulness, social adjustment, language development, music, arts and crafts and physical education.

Self-care, economic usefulness, and social adjustment are intricately combined in theory and in practice. Many of the activities and attitudes that are listed could be listed in any or all areas. The skills are presented to the children almost constantly, throughout the school year, and hopefully, at home.

Social adjustment for these children is primarily on an individual level. Some of the children arrive with these skills, some take months or years to acquire. The main point that should be used at home and school is to work with the child at his level, attempting to raise it, and insisting that abilities learned should be continually used by the child, only aiding when an unusual situation presents itself.

Language development is most important to assist the trainable child in the communication and comprehension of the spoken language. Through special training of concrete situations he can communicate and express his needs and ideas to others.

Arts and crafts have the utmost importance to Trainable Mentally Retarded children in helping them to develop better motor co-ordination and visual perception. They have an aesthetic value in that these children receive the same personal satisfaction from their artistic attempts as do any other children.

They also serve a very definite use as training for possible workshop placement, or for activities that could be practiced in the home for personal satisfaction in later years.

Music for the Trainable Mentally Retarded is not used primarily for its aesthetic values, but as a training medium. As most children respond to music, it becomes an enjoyable and effective tool for teaching speech, social and physical growth, and basic academic skills.

Play and recreation are essential to the education, training, and therapy of the mentally retarded. Through active participation in these activities there are gains in physical well-being, redirection of drives, guidance in emotional development, reshaping of habit patterns, and establishment of socially acceptable attitudes. Along with these therapeutic values, the retardate attains greater feelings of personal satisfaction and reaches higher levels of social maturity.

Since curriculum building must always be considered as an on-going process, this guide is intended merely to point the way. I hope that I as well as other teachers will find many opportunities for expansion and addition of ideas set forth in this guide.

It is the duty of us, as teachers, to select activities which will be successful in helping these children attain maximum growth.

II. History

The program for the Trainable Mentally Retarded in the Paintsville City School was initiated in 1965. One class, with seven children enrolled was started. The age range was from seven to thirteen years. These children were referred by the City and County schools and by interested parents who had not found educational advantages for their children previously.

This class serves children from the Johnson County Schools as well as from the Paintsville City School.

III. Identification

Trainable, by KRS 54.000, are defined as: (a) children who because of retarded intellectual development, as determined by recognized standardized tests, are incapable of being educated through ordinary classroom instruction or special education facilities for educable mentally retarded children, but who may be expected to benefit from training in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment. (b) also used to refer to that group of mentally retarded obtaining I.Q. scores from 35 to 50.

The age range is 6 to 21 chronologically and the class sizes are 6 to 12 children per teacher. The length of the school day may be less than the six hours for other students if requested by the superintendent.

Prior to admission an individual psychological examination is administered to the child by a qualified person who determines intellectual eligibility.

IV. Areas of Instruction

A. Self Care

- I. Topic: Self Care
- II. Importance of Unit: To help each child learn to his fullest extent to care for his own personal needs at home, in school, and in the community, and in turn, improve his acceptance by his social contacts.
- III. Objectives:
 - A. Knowledge
 1. Learn personal health routines
 2. Learn personal routines
 3. Learn safety routines
 - B. Skills
 1. Develop appropriate muscle coordination to complete self-care activities
 2. Ability to recognize "hot" and "cold"
 3. Ability to regulate water temperature and faucets
 4. Ability to unbutton, button, unzip and zip clothing
 5. Ability to lace and tie, or buckle shoes
 6. Ability to wash hands and face with the correct procedure
 7. Ability to recognize left and right
 8. Ability to dress and undress with as little help as possible
 9. Ability to use eating utensils properly and effectively
 10. Ability to care for teeth
 11. Use correct table manners
 12. Ability to care for belongings
 13. Ability to fold blankets
 14. Ability to care for hands, face, nose and hair
 15. Ability to recognize simple precautions
 16. Ability to recognize dangerous objects
 17. Ability to use household, school, and playground safely
 18. Ability to use self-control for the safety of themselves and others
 19. Ability to tell an adult when they are hurt, sick, or need care
 20. Knowing name, address and phone number
 21. Ability to say name, address and phone number clearly enough to be understood by strangers
 22. Ability to recognize simple traffic signs
 23. Ability to sight-read words frequently encountered in the community

C. Attitudes

1. Recognize the physical and social reasons for good health routines
2. Recognize the physical, personal, and social reasons for good personal routines
3. Recognize the need for safety in the home, the school, and the community
4. To feel pride and satisfaction in being as independent as possible

IV. Outline of Content:

A. Personal Health Routines

1. Toileting

- a. to be able to tell of his need
- b. to take the responsibility of going to the toilet
- c. for boys to raise toilet seat before urinating
- d. proper cleansing after toileting
- e. buttoning and/or zipping clothing, or making sure skirts are down after toileting
- f. flushing the toilet
- g. washing hands when finished

2. Grooming

- a. keeping hands and face clean
 - (1) proper amount of soap
 - (2) use warm water
 - (3) hang up towels and wash cloths
- b. comb hair when needed
 - (1) clean comb
 - (2) put in necessary bobby pins or barrettes
- c. frequent baths
- d. awareness of appearances
 - (1) being neat and attractive
 - (a) commenting on own new clothes, or that of others
 - (b) keeping clean
 - (2) boys keeping trousers up, shirts in, zippers zipped
 - (3) girls sitting with feet down, knees together, skirts down.
 - (4) keeping shirts and/or blouses buttoned
 - (5) keeping shoes tied and/or buckled
- e. personal needs during menstrual period
 - (1) recognizing need for sanitary pads
 - (2) learning to correctly apply belt and attach pad

- (3) recognizing need for frequent change of pads
 - (4) correct disposal of soiled pads
 - f. brushing teeth after meals
 - (1) proper amount of toothpaste
 - (2) care of toothbrush
 - (3) correct "up-or-down" brushing method
 - g. dressing properly and according to weather
 - (1) keeping clothes zipped and/or buttoned
 - (2) wearing boots or rubbers when weather indicates
 - h. caring for nose
 - (1) recognize need of tissue
 - (2) proper disposal of used tissues
 - i. cover mouths and noses when sneezing and/or coughing
 - j. keep foreign objects away from eyes, nose, mouth
3. Visiting doctors and dentists
- a. why we go, and when
 - b. importance of regular visits

B. Personal Routines

1. Clothing

- a. dress and undress
- b. proper storage of removed clothing
 - (1) hang in designated place
 - (2) learn to use clothes hangers and hooks
 - (3) keeping gloves, hats, coats, etc., together
- c. recognize own coats, hats, gloves, etc.
- d. zipping, buttoning, and tying
- e. polishing shoes
- f. putting on and removing boots, overshoes
 - (1) learn to hold foot in "pointed" position
 - (2) pull off heel end first
 - (3) discriminate shapes of left and right shoes and/or boots
- g. wipe feet before entering any building

2. Eating

- a. wash hands before each meal
- b. proper use of utensils
 - (1) selection of correct utensils for appropriate food - i.e., a spoon for soup, a fork for meat, etc.
 - (2) hold utensils correctly
 - (3) use caution in handling utensils
- c. place chair correct distance from table
- d. use napkin to protect clothing and wipe mouth
- e. pour milk
 - (1) hold cup with other hand
 - (2) fill cup adequately, but not too full to handle
- f. chew food sufficiently

- g. use of good table manners
- h. establish the habit of cleaning up after meals
- i. wash hands and face after meals
- j. brush teeth after eating

3. Resting

- a. find appropriate cot and mat and place it in designated spot
- b. obtain blanket if needed
- c. rest quietly
 - (1) find quiet activity, if allowed
 - (2) remain on cot
- d. return cot and mat to storage after rest
- e. fold and store blankets correctly
- f. remove and put on shoes
 - (1) tie or buckle shoes according to developmental level
 - (2) receive instruction on tying or buckling according to child's need
- g. recognize need for resting and proper amount of sleep

C. Safety routines

- 1. Be aware of dangerous objects, e.g. , hot stoves, steep stairs
- 2. Follow simple safety rules at home, at school, and in the community
 - a. hold onto railing
 - b. no running on stairs
 - c. look both ways before crossing streets
 - d. not to push others
 - e. play away from stoves, swings, etc.
- 3. Awareness of possible harm to others through carelessness
- 4. Know simple traffic signs
 - a. traffic lights and the meaning of the colors, red, yellow, and green
 - b. memorize safety words - stop, danger, keep out, walk, etc.
- 5. Know the policemen and firemen and what they do to help us
- 6. Inform an adult when hurt or sick
- 7. Simple care of cuts, scratches and bruises
 - a. wash with warm water and soap
 - b. apply antiseptic and/or band-aide

V. Sources of Information:

A. Sensory Aids

- 1. Records
- 2. Songs
- 3. Finger plays

4. Childrens books
5. Any concrete object pertaining to the training situation
 - a. model electric traffic signal
 - b. play traffic signs
 - c. play dishes
 - d. food preparation
 - e. lacing, buttoning boards, etc.
 - f. shoes
 - g. large play trucks
 - h. bicycles, tricycles, scooters, wagons
 - i. grooming utilities

B. Community Resources

1. Police station
2. Fire station
3. Public park
4. Farms
5. Restaurants
6. Grocery store

VI. Activities:

A. Toileting

1. Ask if he/she has to use toilet
2. Encouraged to tell teacher of his need
3. Teacher takes child to restroom and supervises whole routine
4. Teacher strengthens routine by reminding child to flush toilet, zip pants, wash hands when finished
5. Child encouraged to take responsibility of toilet routine with occasional reminders and checks
6. Child follows established routine independently

B. Grooming

1. Developing better muscle coordination
 - a. peg boards
 - b. stringing beads
 - (1) large primary
 - (2) small
 - (3) without set pattern
 - (4) with set pattern
 - c. large lacing shoe
 - d. large zipper, button and lacing boards
 - e. paper weaving
 - f. sewing on paper
 - (1) down and up
 - (2) running stitch

- g. folding
 - (1) paper
 - (2) wash-cloths and towels
 - (a) halves
 - (b) quarters
- h. finger plays

- 2. Preparation for field trips
 - a. comb hair
 - b. wash face and hands
- 3. Preparation for lunch, juice, and parties

C. Visits to Doctors and Dentists

- 1. Discussion of personal visits for check-ups, shots, etc.
- 2. Reading stories
 - a. "A Trip to the Doctor"
 - b. "A Trip to the Dentist"
- 3. Role playing
 - a. doctor and/or nurse
 - b. sick and/or hurt children
- 4. Free play with doctor and nurse kits
- 5. Field trip to doctors and dentists offices
- 6. Make "tooth paste"-recipe; 4 teaspoons baking soda
 - 1 teaspoon salt
 - 3 or 4 drops essence of peppermint

D. Clothing

- 1. Child receives needed help in dis-robing or donning clothing
- 2. Child assumes partial responsibility with verbal directions
- 3. Child assumes full responsibility with occasional reminders
- 4. Identifying articles of clothing
 - a. finding pictures of articles of clothing
 - b. associates articles of clothing and use
 - c. identifies parts of the body
- 5. Identifying colors of articles of clothing
 - a. finds other objects the same color as Steve's socks, etc.
 - b. singing games, such as "Shirley has on green socks, Shirley has on green socks all day long"
- 6. Beginning concept of left and right
 - a. singing games, such as "Simon-Says"
 - b. circle games, such as "Here We Go Looby Loo"
 - c. following the teacher's verbal directions and physical actions

E. Eating

1. Identification of utensils
 - a. sorting - put spoons in one container, forks in another, etc.
2. Free play in doll corner - play with water and crackers
3. Setting the tables for juice, lunch, and parties
4. Learning acceptable table manners
 - a. use "please", "thank you", "excuse me", and "you're welcome"
 - b. elbows off table
 - c. one hand in lap, when not in use
 - d. wait for everyone to be seated and served before starting
 - e. ask to have food passed, or for second servings
 - f. place proper amount of food in mouth
 - g. chew with mouth closed
 - h. swallow before speaking
 - i. proper table conversation
 - (1) avoid "silly" or inane behavior
 - (2) wait for others to finish speaking
 - (3) avoid inappropriate subjects
 - j. keep hands of others and their food
 - k. eat dessert last
 - l. learn to drink with tongue inside mouth
6. Drink through straws
 - a. playing games with straws
 - (1) hold piece of paper on end of straw by sucking air
 - (2) blow bubbles in cup of carbonated liquid, i.e., soda pop
 - b. give child soda pop in a cup, but do not allow him to pick up cup or touch mouth to cup to drink it - only through straw
7. Dispose of milk containers, soiled napkins
8. Rinse soup bowls, plates, cups when finished
 - a. wash play dishes
 - b. rinse with supervision
 - c. use of warm water
9. Stack rinsed dishes properly
 - a. sort bowls, dishes, cups
 - b. sort spoons, forks
 - c. place in designated container

F. Resting

1. Understanding reason for rest period

2. Child rests with frequent reminders to stay on cot, keep quiet
3. Child rests with occasional reminders
4. Child assumes responsibility of keeping quiet and staying on cot
5. Child needs help removing and putting on shoes
6. Child needs help in lacing, tying, or buckling shoes
7. Child learns to tie single knot and needs instruction on completing bow
8. Folding blankets
9. Stacking cots correctly

G. Safety

1. Verbal safety rules from teacher during work and play
2. Stories on safety
3. Discussing and coloring mimeographed picture depicting a safety rule
4. Field trips
 - a. acting out rules - looking both ways before crossing the streets, recognizing traffic signs and traffic lights
5. Songs about safety
6. Color recognition - red (stop), yellow (careful), green (go)
 - a. clapping song
 - (1) clap on green
 - (2) get ready on yellow
 - (3) stop clapping on red
 - b. color pictures of traffic lights
 - c. matching colors and colored objects
 - d. driving play trucks, and obeying traffic lights
7. Concept of hot and cold
 - a. concrete objects
 - (1) water in faucets
 - (2) warm stove
 - (3) slide hot from sun
 - b. pictures (semi-concrete)
 - (1) weather
 - (2) different foods
 - (a) "cold" ice cream
 - (b) "hot" soup
8. Sight vocabulary
 - a. safety words - danger, in, out, keep-out, walk, stop
 - (1) matching words with descriptive picture
 - (2) matching words to like words
 - (3) act out words
 - (4) repeat words
 - (5) field trips to find signs to recognize and obey
9. Field trips to police station and fire station
 - a. stories about police and firemen
 - b. role playing

10. Learning about animals

- a. how to treat dogs, cats, other household pets for their safety and ours
 - (1) how to hold puppies, kittens, etc.
 - (2) not to interrupt feeding animals
 - (3) careful not to trod on paws and tails
- b. caution about approaching strange animals
- c. overcoming abnormal fear of animals
 - (1) bringing pets to school
 - (2) raising pets at school
- d. washing hands after playing with or touching animals
- e. informing an adult immediately if scratched or bitten

11. Proper behavior in automobiles

- a. on field trips
- b. in family auto
- c. on school bus
 - (1) sit still and stay seated
 - (2) conversation accepted, but no playing
 - (3) learning how to lock doors
 - (4) learning how to fasten and un-fasten safety seat belts
 - (5) keeping hands away from handles and windows

12. Using playground equipment safely

- a. taking turns
- b. not pushing others on equipment
- c. stopping before getting off
- d. swing sitting only
- e. watching where feet are being placed on jungle gyms
- f. making sure others are off slide before going down
- g. watching for pedestrians while riding bikes, cars, wagons, etc.
- h. keep jumping ropes away from necks

13. Learning basic safety rules

- a. not to run with sharp objects in hand
- b. look before crossing streets
- c. don't chase balls or animals if they go in the street
- d. no pushing, shoving, or running on stairs
- e. correct way of holding and carrying scissors, knives, other sharp objects
- f. keep foreign objects away from eyes, nose, mouth, and ears

VII. Evaluation:

A. Teacher

1. Observation
2. Anecdotal reports
3. Behavior journals
4. Progress reports
5. Parent-teacher conferences

B. Pupil

The child shows his growing, or rate of progress in the self-care area by becoming more independent, and by following proper established routines without reminders or help.

IV. Areas of Instruction

B. Economic Usefulness

- I. Topic: Economic Usefulness
- II. Importance of Unit: To aid the child in gaining independence and a sense of security by helping others as well as himself. Developing good work habits and basic skills will aid the child in present and future situations by developing the ability to work alone, follow directions, and the ability to contribute to group situations. Development of some degree of responsibility aids in the child's acceptance by his peer group and in the feeling of accomplishment.
- III. Objectives:
- A. Knowledge
1. Learn to care for the interior of a building
 2. Learn the fundamentals of yard care
 3. Learn to prepare and serve simple meals and cleanup
 4. Learn simple laundry procedures
 5. Learn simple sewing
 6. Learning basic household tasks
 7. Learning simple office tasks
 8. Learn basic skills required for workshop activities
- B. Skills
1. Develop good work habits
 2. Learning certain limitations for his own and others protection (i.e. safety rules, correct use of equipment, proper placement of equipment, use of acceptable work areas)
 3. Accept the responsibility to work alone or on group projects
 4. Ability to follow directions
 5. Habits of promptness, carefulness, and neatness
 6. Gaining independence in work
- C. Attitudes
1. Development of pleasing personality to become acceptable to group
 2. Developing a willingness to work well
 3. Accepting responsibilities
 4. Gaining a sense of security in helping himself as well as others
 5. Accepting independence in helping himself and others
 6. Contributing to a family or work group as a member of society

IV. Outline of Content:

A. Care for the Interior of a Building

1. Picking up and storage of toys
 - a. replace playthings when finished
 - b. learn proper place for various playthings
 - (1) puzzles in rack or box
 - (2) large toys on bottom shelf
 - (3) pegs and pegboard all together
 - c. realizing danger of objects on the floor, stairs or sidewalk
2. Pick up scraps and place in wastebasket
 - a. disposing of waste in appropriate container
 - (1) papers in wastebasket
 - (2) food wrappings or scraps in garbage cans
 - b. discarding soiled kleenex when finished, in basket or can
 - c. emptying wastebaskets and garbage cans
 - (1) learn where trash is to be deposited
 - (2) learn to remove and replace trash barrel and garbage can lids
 - (3) pick up papers that miss container while dumping
 - (4) learn to wash trash and garbage containers
 - (a) use of brush and soapy water
 - (b) rinse and dry
3. Wash off tables
 - a. correct usage of sponges
 - b. removing materials, center pieces, etc.
 - c. shake and replace table cloths
4. Put chairs away
 - a. under tables or against walls
 - b. learn to fold and un-fold folding chairs
 - c. carrying chairs if possible
 - d. stacking chairs on tables or desks before leaving school
5. Using toys and materials as they were intended
 - a. careful of bumping into furniture
 - b. protecting tops of tables
 - c. careful of breakable objects
6. Putting books and materials away
 - a. clean and straighten book and storage shelves
 - b. tell adults about torn or misused books and materials
 - c. sorting books according to size, category, and where they belong
 - d. learning proper storage places

7. Caring for floors and rugs

- a. wiping up spills
- b. learn to manipulate broom
- c. learn to hold dust pan for someone else
- d. learn proper usage of mops
- e. eat at tables, not on rugs
- f. shake throw rugs to remove dust, crumbs, etc.
- g. learn to sweep down stairs

8. Care of furniture

- a. protect table, desk tops from harm
- b. learning to dust - wet, dry cloth
- c. learning to apply polish
- d. painting chairs or tables
- e. wipe up spills

9. Clean up after rest periods

- a. put on socks and shoes
- b. return cots and/or mats to storage
- c. fold blankets neatly and store
- d. clean area around own cot, and help others when finished
- e. comb hair, re-arrange clothing

10. Learn to check work charts daily

- a. learn to recognize own first name
 - (1) in order to read work chart
 - (2) to recognize own locker, storage drawer, or toy box
- b. change names daily or weekly with aid of an adult
- c. match names and chores to chart from teacher's chart independently
- d. assume responsibilities for personal duties independently

11. Washing windows

- a. use of proper materials
- b. caution of curtains and/or drapes
- c. using correct pressure to avoid breakage

B. Yard Care

1. Picking up sticks, paper, etc.

- a. placing them in trash barrel
- b. depositing own waste papers, etc. in proper container

2. Putting playthings and equipment away

- a. realize safety features of keeping yards and playgrounds free of objects
- b. learning to attach chains and padlocks
 - (1) to lock and un-lock
 - (2) to place chains and locks in safe place
 - (3) to give keys to an adult or hang in designated place

3. Correct use of lawn mower

- a. power mower
- b. manual mower
- c. asking when help is needed to start
- d. safety rules to be followed
- e. learning to mow by rows, or in diminishing square area
- f. learning to over-lap row to be mowed and one previously mowed

4. Raking the yard

- a. Leaves
 - (1) making piles of leaves
 - (2) placing leaves in baskets to be emptied in trash barrel

5. Sweeping sidewalks and steps

- a. correct usage of broom or push broom
- b. side-to-side movement for narrow sidewalks

6. Shoveling sidewalks

- a. determining need for broom or shovel
- b. correct usage of shovels

7. Watering flowers, shrubs, and grass

- a. learning to attach hose to tap
- b. learning to regulate water flow

C. Preparing and Serving Simple Meals

1. Basic health and safety rules for kitchen

- a. wash hands before beginning
- b. cover mouth when sneezing and coughing
- c. washing food before eating or preparing
- d. re-wash utensils or food if it's dropped on the floor
- e. care in handling utilities, stove, etc.
- f. wearing hair nets or cap in kitchen

2. Planning menus

3. Shopping for food

4. Assisting in food preparation

- a. learn to operate can opener
- b. learn to pour from containers
- c. learn simple measures
- d. learn to use knives - table and paring
 - (1) to spread butter, peanut butter, jelly, spreads
 - (2) to cut foods in half
- e. replacing used equipment

- f. learning to regulate stove
 - (1) sight read "hi", "lo"
 - (2) recognize numbers 1 thru 5
 - (3) sight read "on", "off"
- g. learn to use pot holders effectively

5. Serving food

- a. setting the table
 - (1) counting children and arranging correct number of placemats
 - (2) arrange spoon, fork, napkin, cup, and milk
 - (3) for juice or parties
- b. putting correct amount of soup in bowls
- c. pouring correct amount of milk in cups
- d. serve others first
- e. use "Please", "Thank You", "Excuse me", and "You're welcome"
- f. using caution in serving hot foods
 - (1) amount in bowl or dish
 - (2) make sure other child has a firm hold before letting go
 - (3) holding bowl upright and level
 - (4) helping small children or others less capable

6. Kitchen care and cleanup

- a. washing off tables
- b. passing wastebaskets to collect napkins, milk cartons, etc.
- c. wiping placemats with sponge
- d. gathering up crumbs from table into hand or wastebasket
- e. scrape and rinse dishes
- f. stack dishes for washing
- g. regulate water for dishwashing
- h. wash and rinse dishes adequately
- i. sort silverware and put away
- j. stack dry, clean dishes and return to appropriate cupboard
- k. soak and scour placemats
- l. proper cleaning of stove and refrigerator
- m. scouring sink and bottoms of pans
 - (1) proper amount of cleanser
 - (2) appropriate materials
 - (a) S.O.S. pads
 - (b) scrapers and wire brush

D. Basic Laundry Procedures

- 1. Placing soiled towels, rags, etc. in dirty clothes basket
- 2. Wash doll clothes
- 3. Wash sponges and rags used in cleaning
- 4. Learn difference between "hot" water and "warm" or "cool"
- 5. Learn to measure appropriate amount of soap
 - a. powder
 - b. liquid

6. Learn to "sight read" hot, warm, full, half-full, light, heavy
7. Learn to sort clothes
 - a. white
 - b. colored
 - c. towels, sheets, etc.
8. "Iron" doll clothes
9. Smooth clean towels, blankets, etc.
10. Folding
 - a. towels
 - b. blankets
 - c. doll clothes
11. Storing cleantowels, blankets, etc., in correct places
12. Put away laundry equipment, with lids closed, etc.
13. Learn to operate dryer and washer
 - a. learn "hot", "warm", "cool", "dry"
 - b. learn care of dryer and washer
 - (1) correct load
 - (2) wipe out tub when finished
 - (3) remove lint from lint tray
14. Care of surfaces of washer and dryer

E. Simple Sewing

1. Learning to thread large needles
2. Learning to tie knot in thread
3. Sewing "thread designs" on cardboard, paper
4. Learning basic stitches
 - a. large running stitch
 - b. hemming stitch
5. Learning concepts in, out, top, bottom, corner, over, under
6. Learning to cut material
7. Sewing hem's on doll's dresses
8. Sewing tears in towels, etc.
9. Sewing on buttons
 - a. two large holes
 - b. on cardboard
 - c. on small piece of material
 - d. on pant/shirt
10. Making yarn designs on burlap
11. Making burlap and cloth placemats

F. Basic Household Tasks

1. Emptying and rinsing coffee cups
2. Empty and wash ashtrays

3. Clean bathroom
 - a. replace clean towels
 - b. scour sinks
 - c. empty wastebaskets
 - d. unwrap new bar of soap when needed
4. Bring in mail, newspapers, ad circulars
5. Fold newspapers when finished and put in rack
6. Put magazines in rack or on shelves
7. Turning on and off lights according to need
8. Watering plants
9. Feeding animals

G. Washing Cars

1. Wash bikes, wagons, etc.
2. Take trips to wash mobile establishments
3. Correct usage of sponge and hose on car
4. Checking windows before starting

H. Simple Office Tasks

1. Folding letters
2. Learning use of stapler, paper punch
3. Folding and stacking papers
4. Collate sets of mimeographed
 - a. stacking evenly
 - b. stapling at correct corner
5. Taking messages
 - a. taking notes home
 - b. carrying verbal messages inside building
 - c. answering phone properly
6. Running errands in building
 - a. going after and returning equipment
 - b. calling someone to phone
 - c. calling weather and time report on phone
7. Greeting visitors
8. Sealing envelopes
9. Emptying wastebaskets
10. Putting away equipment, i.e., covering typewriters
11. Sharpen pencils
12. Sort clips, tacks, etc.

I. Basic Skills Involved in Workshop Operations

1. Examining materials for repair
 - a. checking silverware and dishes for cleanliness

- b. checking toys to see if they're broken
- c. reporting puzzles that have pieces missing
- 2. Sorting materials
 - a. according to size
 - b. according to color
 - c. according to category
 - (1) pegs in one box
 - (2) forks in one container
 - (3) towels in one stack
 - d. sorting and storing groceries
- 3. Measuring (simple)
 - a. one cup, one half-cup
 - b. one "ruler length"
- 4. Cutting
 - a. different materials
 - b. on a line, curve, angle
- 5. Lacing (leather work)
- 6. Using glue and paste properly
- 7. Care of simple tools
- 8. Stenciling - words, designs
- 9. Use of simple tools
 - a. hammer and nail
 - b. screw-driver and screws
 - c. nuts and bolts and screws
 - d. pliers
 - (1) pulling out nails
 - (2) turning bolts to tighten
- 10. Use of polish
 - a. silver
 - b. shoe
 - c. selecting proper materials
 - d. applying and removing polish appropriately
- 11. Sanding
 - a. furniture
 - b. wood-working projects
- 12. Painting
 - a. on wood
 - b. on metal

V. Sources of Information:

A. School Resources

1. Craftwork

2. School and household equipment
 - a. kitchen facilities and equipment
 - b. laundry facilities and equipment
 - c. yard equipment - toys and tools
3. Staplers, glue, punches

B. Community Resources

1. Car wash
2. Grocery store
3. Laundry - public
4. Hardware store

C. Group Discussions

1. Planning - group and individual of a suggested project
2. Going over directions and rules of project
3. Completion of project

VI. Evaluation:

A. Teacher

1. Assessment of abilities acquired
2. Observation of application of learned abilities
3. Carryover of learned abilities to related projects

B. Pupil

1. Sense of accomplishment in completing task
2. Acceptance by group from contribution

VII. Correlation to Other Areas:

A. Physical Training

1. Gross and fine muscular coordination
2. Manual dexterity

B. Craftwork

1. Leather lacing and punching
2. Sanding and painting for woodwork
3. Weaving and overcast stitching

C. Self-care

1. Taking care of needs at rest time--getting blankets, cots, mats, etc.

2. Taking initiative of feeding needs at lunch or asking help when needed
3. Using proper health and safety procedures

D. Physical Development

1. Fine muscle coordination for craftwork, folding
2. Large muscle coordination for tasks as sweeping, raking, etc.
3. Eye-hand coordination for lacing, beadwork, sorting
4. Visual-auditory acuity

E. Language Development

1. Insistence of oral responses to questions, i.e., "Would you like more soup?", etc.
2. Encouragement of courtesy words i.e., please, etc.
3. Enrichment of concepts - on, off, high, low, hot, cold, etc.
4. Extension of vocabulary of names of articles or objects thru out the home

IV. Areas of Instruction

C. Language Development

I. Topic: Language Development

- II. Importance of Unit: Most trainable children need assistance in language development. They are frequently unable to communicate clearly or able to comprehend spoken language. In order for the child to communicate his needs and ideas, he will need special training to express himself and also to comprehend language. The building of language and concepts with these children will be basically in the area of concrete situations.

III. Objectives:

A. Knowledge

1. Learn to follow directions
2. Learn to identify objects or pictures
3. Learn pre-speech activities
4. Learn language through music activities
5. Learn to share experiences
6. Learn to interpret pictures and stories
7. Learn correct telephone language
8. Learn through use of language games
9. Learn through dramatic play
10. Learn play auditory memory activities

B. Skills

1. Improve language and pronunciation
2. Increase vocabulary and expression
3. Understanding and responding to verbal directions
4. Recognition of signs for safety and information
5. Improve ability to communicate
6. Development of language concepts
7. Relating concrete items through verbal means
8. Responding to auditory stimulation
9. Improve comprehension of spoken words

C. Attitudes

1. Seeing need for verbal communication
2. Attempting to communicate verbally to convey ideas and express needs
3. Acquire sufficient language to share experiences and tell stories
4. Appreciating shared experiences with others

IV. Outline of Content:

A. Following Directions

1. Responding to name
2. Responding to simple directions-come here, sit down, etc.
3. Responding to group direction-line up, put your toys away, etc.
4. Doing errands in response to verbal directions
5. Placement of materials from verbal direction
6. Games which require complying with request-Simon Says
7. More complex directions-requiring two or more knowledges i.e.,
get out ten napkins
 - a. requires counting
 - b. identifying and securing napkins

B. Identification of Objects and Pictures

1. Pointing out object or picture on request
 - a. show or find the piano (objects)
 - b. pointing out requested object in picture
2. Imitates teacher as she pronounces name of object
3. Naming objects in the picture
4. Answering simple questions about pictures, either verbally
or by pointing
5. Name objects in room, on field trips, etc.
6. Name parts of body
7. Name articles of clothing

C. Pre-Speech Activities

1. Understanding and using gestures, such as pointing and waving
2. Making wants known through vocal sounds
3. Imitating noises demonstrated by teacher-of animals,
noises of things (airplane, fire engine, clock, train, etc.)
4. Making faces-placement of mouth for various speech sounds
5. Making various sounds
6. Blowing-candles, bubble pipe, feathers
7. Imitating sounds of songs
8. Drinking with a straw
9. Imitating teacher for various speech sounds
10. Development of auditory and visual perception

D. Language in Connection With Music

1. Responding when name is sung
2. Pointing to body parts as named in song
3. Doing actions named in song
4. Pointing to objects as named in song
5. Joining in singing of songs

6. Acting out songs and fingerplays
7. Singing words while acting out song

E. Show and Tell

1. Watch and listen to teacher as she demonstrates objects or talks about them
2. Showing things made in classroom or brought from home and answering questions and telling about them
3. Discussion of weather, trips, or other activities
4. Discussing a child's new clothes, hair cut, etc.
 - a. naming article
 - b. naming color and finding other colors that are alike

F. Interpretation of Pictures (mounted pictures often used)

1. Naming objects in picture
2. Answering questions requiring various parts of speech (What is the boy doing?, What is this a picture of?, etc.) Questions should be worded carefully as not to suggest the answer, nor to be confusing to the child
3. Telling other children about pictures or stories (those who are verbal can be given this assignment)
4. Describing situation portrayed in picture
5. Telling story in sequence from pictures in book
6. Bring pictures from magazines and newspapers and tell about them
7. Telling about safety and health pictures

G. Telephone Communication

1. Answering telephone correctly-"hello" at home, "Paintsville School" at school
2. Finding out who caller wants and calling party to telephone
3. Dialing numbers (after recognition of numbers to 9(including 0))
4. Use of play telephones to practice correct technique for answering telephone
5. Use of telephone sets from telephone company

H. Learning Through Use of Language Games

1. Matching figures, colors, designs, for similarity (following dotted lines)
2. Matching games for likes and differences i.e. dominoes, picture lotto (some children may be able to select game and identify pictures act as a "caller") bingo-colors and numbers
3. Selecting objects from sack for identification
4. Fishing (picture of object posted to reverse side of fish for identification)
5. "What do You Smell" - Game

6. "What do You Taste" - Game

I. Learning Language Through Dramatic Play

1. Playing house-assignment of 'roles' and acting parts out
i.e. dressing up, mother, father, etc.
2. Playing doctor and nurse
3. Having variety show - children sing
4. Using hand puppets
5. Community helpers, such as policemen
6. Act out simple nursery rhymes said by teacher or group

J. Auditory Memory Activities

1. Learning name of self and classmates
2. Learning address and telephone number
3. Learning names of school staff
4. Learning cities where school and home are located
5. Remembering visitors' names
6. Delivering messages verbatim
7. Remembering songs and words
8. Identification of familiar sounds from recording

V. Sources of Information:

A. Teacher's Resources

1. Familiar objects
 - a. dolls
 - b. blocks
 - c. balls
 - d. trucks
 - e. dishes
 - f. knives, forks, spoons
 - g. records and player
 - h. telephone
2. Music activities
 - a. rhythm band
 - b. records and piano for music: singing, dancing,
music games
 - c. fingerplays for music
 - d. speech and story records
3. Name printed (also address, city, telephone) on cards for
recognition and memory
4. Objects for speech development
 - a. records
 - b. pipes
 - c. familiar concrete objects

5. Language games
 - a. fishing game
 - b. flannel board for story telling
 - c. object matching cards
 - d. safety signs
 - e. puzzle lotto
 - f. picture word lotto
 - g. zoo lotto
 - h. picture-dominoes
6. Ditto sheets for verbal concepts, matching (in-out, up-down, big-little, etc.
7. Play equipment necessary for dramatic play-telephone, kitchen truck, doctor's kit
8. Mounted pictures of familiar objects for identification and interpretation (magazines and catalog are a good source)
9. Records

B. Children's Resources

1. Play equipment for dramatic play
2. Stimulation and motivation for language

C. Community and School Resources

1. Field trips - farm, store, park
2. Visitors and telephone calls

D. Group Discussion

1. Planning trips - objects, safety rules, etc.
2. Sharing events and objects
3. Story-telling by children or teacher

VI. Evaluation:

A. Pupil

1. Attempt to communicate
2. Attempting to be understood
 - a. pointing or holding object if necessary
 - b. improvement of verbalization, articulation and pronunciation
3. Understanding and completion of directions

B. Teacher

1. Improvement needed and/or made by pupil
2. Growth in usage and understanding of language

VII. Work-Study Skills Integrated Into Unit:

A. Following Directions

1. Attending to auditory and visual stimuli
2. Understanding verbal concepts

B. Recognition of Objects, Numbers, Colors

C. Seeing Simple Relationships

1. Likes and differences
2. Discrimination visually
3. Associating related items

D. Readiness Activities

1. Matching-colors, objects
2. Tracing dotted lines
3. Counting to 20 meaningfully
4. Copying designs
5. Learning verbal concepts
 - a. in-out
 - b. over-under
 - c. above-below
 - d. like-different
 - e. big-little
 - f. up-down
 - g. left-right
 - h. before-after

E. Sign Recognition

1. Danger
2. Stop
3. Stop sign colors and meanings
4. Walk
5. Don't walk
6. Men-boys
7. Women-ladies-girls
8. Exit
9. In-out
10. Push-pull
11. Name recognition
12. Keep out/off

IV. Areas of Instruction

D. Social Adjustment

I. Topic: Social Adjustment

II. Importance of Unit: Trainable Mentally Handicapped children must be taught to share, to take turns, to cooperate and to appreciate their environment. Social adjustment cannot be taught out of context, or as a separate unit, as it is intrically combined with all phases of daily living.

III. Objectives:

A. Knowledge

1. Learn to share toys and other equipment
2. Learn to take turns
3. Learn to cooperate
4. Learn to follow directions
5. Learn to recognize limits
6. Learn to respect property
7. Learn to make choices
8. Learn good work habits
9. Learn social graces

B. Skills

1. Ability to share toys and equipment
2. Ability to respect property
3. Ability to play and work with others
4. Ability to carry out a task or chore as a member of a social unit
5. Ability to know when he needs help and to help others
6. Ability to use good manners in the home, school and community
7. Ability to exert self-control in individual and group situations
8. Ability to conform to rules and authority

C. Attitudes

1. Develop an appreciation for others rights, feelings, etc.
2. Develop an understanding of the need for acceptable behavior in all social situations
3. Understand the need for courtesy and good manners
4. Develop an understanding of good work habits

IV. Outline of Content:

A. Sharing and Taking Turns

1. Share toys and work material
 - a. everyone uses same paste jar
 - b. reminded by an adult that someone hasn't had a turn

2. Share food and/or dessert with someone who doesn't have any, or with a friend
3. Share personal experience verbally with others such as during sharing time
4. Share experiences with others during daily activities
 - a. asking someone to play with him
 - b. joining a group or another child because of interest in the activity
 - c. working on group project
5. Adult makes sure each child gets a turn at an activity
 - a. learning to stay in line
 - b. learning "front" and "end" of line
 - c. learning to go to "end" of line when finished or upon joining the group
6. Offering to let others hold and inspect a new toy
 - a. first under adult supervision
 - b. with the understanding it will soon be returned
7. Relinquishing use of equipment to another gracefully
8. Learn to ask for a turn
9. Use of polite requests - saying please and thank you
10. Understand verbal concepts of "first", "next"
11. Sharing room duties
 - a. helping a friend voluntarily
 - b. two assigned to one job
12. Taking turns doing room duties, by day or week
 - a. work charts
 - b. concept that "someone else did it yesterday, I do it today, someone else does it tomorrow"
13. Borrowing something from someone else, asking first
14. Returning borrowed objects

B. Respecting Property

1. Care of personal belongings
2. Care of school materials and equipment
3. Care of others property
 - a. asking to use something that belongs to another
 - b. proper use of objects
 - c. not making marks on someone else's paper
 - d. being careful when playing not to grab clothing
 - e. not eating someone else's lunch unless it is offered
4. Sit in own chair, not in someone else's
5. Not to enter into others homes
 - a. unless invited by an adult
 - b. THREE BEARS story to illustrate
6. To walk on sidewalks, not grass

7. Not picking flowers unless special permission has been given by owner
8. Don't be a litter-bug
9. Keeping room and yard tidy
 - a. pleasing to others to see
 - b. at home
 - c. at school
 - d. personal comfort and satisfaction

C. Playing and Working With Others

1. Be kind, careful, friendly
2. Don't hit, kick, bite, push, tease
3. Letting an adult take care of punitive measures
4. Sharing and taking turns
5. Ask to join a group, if not invited
6. Invite other children to join your activities
7. If others are working, don't bother them
8. Asking others to be more considerate
 - a. to move their arm at table
 - b. to move so you can see
 - c. to return your belongings

9. Giving and receiving compliments

D. Responsibility of Duties and Chores

1. Following directions with a minimum of supervision
2. Using equipment correctly
3. Completing a task or chore before playing or starting another
4. Return equipment when finished
5. Realization of contributing to the home, school or workshop welfare
6. Realization of necessity for contributing
 - a. self-satisfaction
 - b. praise from others
 - c. recognition for effort

E. Helping Others and Asking for Help

1. Helping younger children
 - a. when own job is finished
 - b. when asked by an adult
 - c. only when they need it
2. Helping adults
 - a. food preparation
 - b. picking up own belongings
 - c. carrying messages
 - d. clean-up chores
 - e. getting and returning equipment
3. Recognize need for help

4. Ask another child or an adult for help
5. Waiting patiently for help
6. Show compassion for others less capable
7. Helping animals - when hurt, call an adult, feeding, care of

F. Good Manners

1. Using please, thank you, you're welcome, excuse me, at proper times
2. Listening when others are speaking
3. Greeting
 - a. return greeting
 - b. say "how do you do"
 - c. learn correct responses to greeting
 - d. not to kiss or hug guests and strangers
 - e. shaking hands
4. Boys and men remove hats when indoors
5. Ladies and girls go first
6. Getting chairs for guests, others
7. Take turns, line up, and wait in line
8. Answer door and telephone correctly
9. Using kleenex when necessary
10. Covering mouths for coughs and sneezes
11. Use correct table manners
12. Keep clothes neatly and correctly arranged
13. Use furniture correctly
14. Being considerate of others comfort
 - a. moving so someone else can see
 - b. being quiet so someone else can hear
 - c. careful not to bump others or trod on their fingers or toes
15. Asking for something politely
16. Hold the door for others
17. Saying "I'm sorry" when necessary

G. Establishment of Self-Control

1. Waiting for turns
2. Waiting quietly for directions
3. Sitting quietly for films, stories, records
4. Use of proper behavior on buses and other means of transportation
5. Recognizing others rights
6. Control urges to push, hit, bite, kick
7. Finishing work started
8. Making choices
 - a. what to play and who to play with
 - b. selecting an activity without guidance
 - c. assuming minor responsibilities

9. Controlling undesirable physical mannerisms
 - a. rocking motions
 - b. picking at nose
 - c. tongue protrusions

10. Obeying limits set for his own safety and welfare

H. Conforming to Rules and Authority

1. Recognizing limits
2. Following directions
3. Respect for those in authority
 - a. teachers, parents
 - b. police, welfare workers
 - c. addressing others correctly; Mr., Mrs., Miss, Sir
4. Following school, home, or workshop routines
 - a. play at playtime; work at work time
 - b. doing what rest of group is doing if so indicated
5. Using good health, safety, work and social habits

V. Sources of Information:

A. Pupil

1. Play equipment for dramatic play
2. Block, kitchen equipment for group play
3. Playground equipment
4. Home and school equipment

B. Community Resources

1. Visits to the farm
2. Trips to the grocery store
3. Trips to playground to feed ducks, use equipment
4. Visiting restaurants for sodas and practice in good manners
5. Bus and other transportation

C. Aids

1. Books and records
2. Materials and equipment
 - a. art work
 - b. craftwork
 - c. playground equipment
 - d. blocks, puzzles, kitchen for group and individual play

D. Group Discussion

1. Explanation and demonstration of acceptable behavior and manners
2. Activities in classroom to bring out participation and responsibility

VI. Evaluation:

A. Pupil

1. Demonstration of acquired skills
2. Showing others correct skills

B. Teacher

1. Observation of children
2. Anecdotal records

IV. Areas of Instruction

E. Music

- I. Topic: Music
- II. Importance of Unit: Music for the trainable mentally handicapped is not used primarily for its aesthetic values, but as a training medium. As most children respond to music, it becomes an enjoyable and effective tool for teaching speech, social and physical growth, and basic academic skills.
- III. Objectives:
 - A. Knowledge
 1. Learn to listen and follow directions
 2. Learn to participate in the various musical activities
 3. Learn better perception
 4. Learn better motor co-ordination
 5. Learn better speech patterns
 6. Learn basic academic skills
 - a. concepts
 - b. colors
 - c. numbers
 - d. name
 - e. parts of body
 - f. articles of clothing
 7. Learn self-expression
 8. Learn to operate phonograph
 - B. Skills
 1. Ability to listen to songs and records
 2. Ability to participate in group singing
 3. Ability to recognize many different songs
 4. Perform appropriate finger movements of fingerplays
 5. Ability to perform varied body rhythmic activities
 6. Perform with varied rhythm instruments
 7. Keeping time to music
 8. Perceiving differences in sounds (i.e., loud, soft) and beats (i.e., fast, slow)
 9. Participating in group activities with a fair degree of social adjustment
 10. Follows directions for rhythm activities
 11. Completes simple circle games correctly
 12. Completes simple square dances
 13. Expresses self to music

14. Selects appropriate records for an activity
15. Operates phonograph
16. Uses self-control

C. Attitudes

1. Appreciation of music as a form of entertainment and learning
2. Awareness of social obligations
3. To feel more independence in the home and school by correctly operating the phonograph

IV. Outline of Content and Activities:

A. Listening and Following Directions

1. Establish and adjust to daily routine
 - a. music after juice, (or associate with time-it's 11:00, time for music)
 - (1) child must be physically led to music area
 - (2) child can follow verbal direction, "Go to the phonograph"
 - (3) child assumes responsibility of taking chair to phonograph after juice
 - (4) child can break routine with simple command ("go to the piano today")
2. Visual perception
 - a. watching teacher
 - (1) teacher gestures; children imitate
 - (a) child's head may be physically directed toward teacher
 - (b) motions may be used to catch and hold child's attention
 - (c) verbal commands may be used to hold child's attention
 - (2) teacher pantomimes animal motions; children guess which animal
 - (a) walking like an elephant
 - (b) galloping like a horse
 - (3) teacher pantomimes various actions, children guess what
 - (a) rowing a boat
 - (b) playing violin
 - (c) skating
 - b. watching other children perform
 - c. identifying pictures
 - (1) tell what picture is
 - (2) tell what's happening
 - (3) tell what people are doing

3. Auditory perception

- a. listen for noises
 - (1) during rest - everyone lies quietly to see if they can hear an outdoor noise and identify it
 - (2) teacher makes noise like an animal, children guess which one
 - (3) teacher makes noises of objects (train, airplane, baby, etc.); children guess what she is
 - (4) listening for noise of wind, rain, birds, farm animals, etc.
- b. listening for a certain noise, sound, or word on a record
- c. perform to simple commands
 - (1) answer, or show awareness, when name is spoken
 - (2) "come here"
 - (3) "sit down"
- d. listen to records
- e. do what action music "tells you to do"
 - (1) "running" music
 - (2) "elephants walking" music

4. Games

- a. Follow the Leader
- b. what am I?
- c. Simon Says

5. Songs and singing games

- a. "Clap, clap, clap your hands; clap your hands together" (alternate - roll your hands, touch your toes, tap your feet, etc.)
- b. Farmer in the Dell
- c. "Sally Saucer"
- d. teacher sings commands - such as sit down, stand up, touch your toes, hands up, high - low, etc.

B. Participation in Various Musical Activities

1. Kinds

- a. singing songs
- b. listening to records
- c. fingerplays
- d. singing games
- e. circle games
- f. simple square dances
- g. rhythm "band" (using instruments)
- h. rhythmic activities
- i. social dancing

2. Degrees of participation

- a. child does not listen or participate
- b. child listens without any participation

- c. child listens and participates on a solitary level
 - (1) may hum to himself
 - (2) may clap hands, etc., but not in accordance to group directions
- d. child participates on parallel level
 - (1) may follow group directions, but for his own satisfaction
 - (2) may join group, but not maintain group activities
- e. child shows desire to join group, but with little group participation
 - (1) may sit with group, but be more interested in listening to or watching others
 - (2) may join group, but be too hyperactive or distractible to carry out directions
- f. child sings, participates, etc., only the songs or activities he is familiar with
- g. child may participate in only one activity - such as singing, or fingerplays, but not rhythmic activities
- h. child becomes enthused by motions or actions, and reacts involuntarily
- i. child becomes enthused, and acts voluntarily
- j. child shows definite interest in learning new songs and/or activities
- k. child participates for group benefit, and to contribute to the group activity

C. Perception

- 1. Learning appropriate rhythmic motions for an activity
 - a. watching teacher
 - b. watching other children
 - c. following group directions orally given by teacher
 - d. follows music
 - e. follows directions given by records (either verbal or musical)
- 2. Musical clues
 - a. beats
 - (1) fast, slow
 - (a) follow teacher - teacher and children clap hands, slowly with verbal command of "slow", then faster with verbal command of "fast" --alternately--with walking, running, hitting rhythm instruments, etc.
 - (b) comparisons
 - 1a turtles, rabbits ("Tortoise and the Hare" record-Childcraft Records, No. 24)
 - 1b walking, running
 - 1c cars, trains

b. sounds

(1) loud, soft

(a) teacher claps hands loudly, then softly - alternate with rhythm sticks, stamping feet, etc.

(b) associate "soft" with words-"quietly", "sh-h!"

(c) comparisons

(1) loud, soft music

(2) loud, soft tones of voice

(3) rooster, baby chick

c. action music - running, tip-toeing, rolling, swinging, etc.

3. Playing games to increase visual and auditory perception

a. with or without music

b. teacher sings and/or acts out things for child to do

D. Motor Coordination

1. Free play or motions to music

a. record during free play periods

b. un-directed movements during music period

(1) child may ignore music, and talk, laugh, or carry on conversation

(2) child may listen quietly

(3) child may sing or hum

(4) child may clap hands, tap feet, sway body, etc.

(5) child may move about, "dancing"

2. Rhythmic activities

a. using gross muscles

(1) running

(2) hopping

(3) jumping

(4) skipping

(5) stamp feet, or pound clay while singing about hammering

(6) sway back and forth while singing about swinging

(7) raise and lower arms while singing about teetering

(8) rolling on floor

(9) marching in a line or circle

(10) clapping hands

b. using finger muscles

(1) open, shut fingers

(a) "Open, Shut Them"

(b) "Here Is the Church"

(c) "Where Is Thumbman?"

(2) wiggle fingers

(a) "Creep Them"

(b) "Eensie-Weensie Spider"

(3) Put pegs in peg board while listening to a record

(4) fingerplays

(5) bounce and catch rubber ball in time to music

3. Rhythm instruments

- a. instruments
 - (1) drums
 - (2) sand blocks
 - (3) sticks
 - (4) bells
 - (5) tambourines
- b. hold instruments correctly
- c. play instruments
 - (1) just for enjoyments of noise produced
 - (2) in time to the music
- d. play instruments correctly
- e. allow free choice of instrument

4. Singing and circle games

- a. "Row Your Boat"
- b. "See-saw Margery Daw"
- c. "Looby-Loo"
- d. "Little Sally Saucer"
- f. "Mulberry Bush"
- g. "Nick-Nack Paddy Wack"
- h. "Pop! Goes the Weasel"
- i. "Sally, Go Around the Moon"
- j. "The Muffin Man"
- k. "Musical Chairs"

5. Simple square dances

- a. "Going to Boston"
- b. "Skip to My Lou"
- c. "Shoo Fly"
- d. "Virginia Reel" (simplified)
- e. "Around the Village"

E. Speech

- 1. Nonsense songs
- 2. Fingerplays
- 3. Simple nursery songs
- 4. Singing sounds used in speech, i.e.
 - a. Ch sounds
 - (1) playing with toy trains
 - (2) pretending to be trains
 - (3) records and singing

F. Social Development

- 1. Exercising self-control
 - a. recognizing limits
 - b. keeping quiet while directions are being given

- c. keeping hands to self
- d. refraining from bothering others during music activities

2. Choosing a partner

- a. bowing
- b. correct verbal usage
 - (1) "May I have this dance?"
- c. choosing opposite sex

- 3. Being quiet so others may enjoy the activity
- 4. Taking turns in games and dances
- 5. Participating with teacher's guidance
- 6. Participating independently

G. Self Expression

- 1. Singing with group
- 2. Singing independently
- 3. Use rhythm instruments for personal enjoyment
- 4. Improvising, or free-dancing to music
- 5. Play-acting to music (i.e., do what you think the music wants you to do)
- 6. "Amateur" hours (each child performs however he wishes)
- 7. Dramatization of nursery rhymes

H. Operating Phonograph

- 1. Getting records for teacher
- 2. Placing records on turn-table
- 3. Removing cover
- 4. Removing arm when record is finished
- 5. removing record, or turning record over
- 6. Placing needle at beginning of record
- 7. Unplugging cord and replacing cover when finished
- 8. Caution in plugging and unplugging cord and in handling records

I. Academics

1. Learning colors

- a. "Mary Wore a Red Dress" - change names, color article (I.e., "Steven Wore a Blue Shirt", etc.)
- b. "Baa, Baa Black Sheep"
- c. "Little Boy Blue"

2. Learning names

- a. "Mary Wore a Red Dress"
- b. teachers can make up tunes and simple words to include the children's names

3. Counting

- a. "Ten Little Indians" - change to "Ten Little Boys", "Ten Little Girls", etc.

- b. "This Old Man"
- c. "1, 2, 3 Fun"
- d. fingerplays
- e. square dancing

4. Concepts

- a. up-down
 - (1) "See-saw Margery Daw"
 - (2) Swinging
- b. left-right
 - (1) "Dis you ever see a Lassie?"
 - (2) "Looby Loo"
 - (3) "Simon Says"
- c. in-out
 - (1) "Around the Village"
 - (2) "London Bridge"
- d. open-shut
 - (1) "Open, Shut Them"
 - (2) "Snowball"
- e. on-off
 - (1) sing commands - put your hands on your head
- f. front-back
 - (1) simple square dances
 - (2) walking backwards

5. Identifying animals

- a. play-acting
- b. looking at pictures of animals while listening to appropriate record
- c. records and rhythm activities
 - (1) "Train to the Zoo"
 - (2) "Train to the Farm"
 - (3) "Animal Fair"
- d. singing songs and games
 - (1) "Old McDonald"
 - (2) "Baa Baa Black Sheep"
 - (3) "Barnyard Song" (children sing chorus)
 - (4) "Pop! Goes the Weasel"
 - (5) "Farmer In the Dell"
 - (6) "Cock-a-Doodle-Do"
 - (7) "Oh Where, Oh Where"
 - (8) "The Bear Went Over the Mountain"

6. Holidays

- a. rhythm activities pertaining to seasons and/or holidays
- b. songs about holidays

7. Identifying parts of body

8. Identification of articles of clothing

V. Sources of Information:

A. Sensory Aids

1. Records

- a. "The Little Puppet" (Children's Record Guild)
- b. "Real Train Sounds" (Childcraft Records-MC57)
- c. "1, 2, 3, Fun" -(RCA - B4-32)
- d. "My Playful Scarf" (Children's Record Guild-No. -CRG 1019)
- e. "Skittery Skatterry" (Children's Record Guild No. CRG 1005)
- f. "Nothing To Do" (Children's Record Guild No. CRG-1012)
- g. "Sunday In the Park" (Children's Record Guild No. RG-1010)
- h. "Drummer Boy" (Children's Record Guild No. RG 1015)
- i. "Building a City" (Young People's Records-YPR-711)
- j. "Little Indian Drum" (Young People's Records-YPR)
- k. "Out-of-Doors" (Young People's Records-YPR-724)
- l. "Rainy Day" (Young People's Records-YPR-712)
- m. "Great Big Parade" (Allegro Records-No. 25)
- n. "Play-Along-Songs" (Caravan Records-C15)

- 2. Rhythm instruments
- 3. Record albums (with pictures)
- 4. Records (popular songs) that the children bring
- 5. Radio

B. Community Resources

- 1. Public playgrounds
- 2. Farms
- 3. Volunteer workers
- 4. Radio station
- 5. Record shop

VII. Evaluation:

A. Teacher

- 1. Observation
- 2. Anecdotal reports
- 3. Progress reports

B. Pupil

- 1. Performance
- 2. Interest
- 3. Carry over into home

IV. Areas of Instruction

F. Arts and Crafts

I. Topic: Arts and Crafts

II. Importance of Unit: Arts and crafts have the utmost importance to T.M.H. children in helping them to develop better motor co-ordination and visual perception. They have an aesthetic value in that T.M.H. children receive the same personal satisfaction from their artistic attempts as do any other children. They also serve a very definite use as training for possible workshop placement, or for activities that could be practiced in the home for personal satisfaction in later years.

III. Objectives:

A. Knowledge

1. Learn how to use materials properly
2. Learn verbal concepts that apply to arts and crafts work
3. Learn various basic skills that can be applied to later projects
4. Learn correct social behavior in a work-like atmosphere
5. Learn correct safety precautions while working
6. Learn cleanup procedures
7. Learn proper work habits that would help attain workshop placements

B. Skills

1. Develop better gross-muscle usage
2. Develop better finger-muscle usage
3. Ability to work with others to complete a group project, or attain a joint objective
4. Ability to master various arts and crafts techniques
5. Ability to do neat dependable work
6. Ability to express themselves through an art media
7. Ability to work with little or no direct supervision
8. Ability to apply one skill to the next level of development
9. Develop better visual perception
10. Develop better eye-hand coordination

C. Attitudes

1. Need for self-satisfaction that comes from creating
2. Need for contributing to a group
3. Understand the value of correct work and behavior
4. Personal awareness of achievement

IV. Outline of Content:

A. Using Materials correctly

1. Applying correct method of handling
2. Taking care of materials
 - a. prevention of waste or harm
 - b. replacing materials correctly
 - (1) washing paint brushes
 - (2) closing paint and paste jars to avoid drying or spilling

B. Verbal Concepts Necessary for Completion of Art and/or Craft Projects

1. In-out
2. Over-under
3. Big-little
4. Up-down
5. Off-on
6. Top-bottom
7. Front-back
8. Same different

C. Social Behavior in Connection with Arts and Crafts

1. To be as un-distractable to others as possible
2. "Time to work and time to play"
3. Respect of the others' work and property
4. Neatness in appearance as well as work
 - a. good grooming
 - (1) clean hands and face
 - (2) care of nose
 - (3) combing hair
 - b. good health habit
 - (1) covering mouth when sneezing and coughing
 - (2) throwing away soiled kleenex

D. Correct Safety Precautions

1. Keeping brushes and pencils away from eyes
2. Laying pointed objects down before gesturing
3. Keeping arts and crafts materials out of mouth
4. Using caution in working with hammers, saws, needles, etc.
5. Keeping eyes on the job
6. No playing while working

E. Clean-up Procedures

1. Understanding reasons for cleaning
 - a. room appearance

- b. physical comfort
- c. danger of accidents
 - (1) to person
 - (2) to project or materials
- 2. Washing tables, sinks, brushes
- 3. "A place for everything, everything in its place"
 - a. time saving
 - b. lost articles
- 4. Closing lids on materials such as paints, paste, turpentine, shellac, etc.
- 5. Discarding scraps
- 6. Hanging up paint shirts - soiled ones in dirty clothes bag

F. Proper Work Habits

- 1. Listening to instructions
- 2. Following instructions
- 3. Completing a task
- 4. Starting work without being told
- 5. Asking for help when needed
- 6. Putting materials away independently
- 7. Not bothering others when they are working
- 8. Able to work in a social setting and still accomplish task

G. Activities to Improve Motor-Coordination

- 1. Gross muscles
 - a. finger-painting
 - b. easel painting with large brush
 - c. coloring with large crayons
 - d. rolling on pounding clay
 - e. stringing large beads
 - f. pasting-large areas
 - g. string and paint designs
 - h. colored chalk drawings on blackboard
 - i. hammering
 - j. squeezing
 - k. saw board in half
- 2. Small muscles
 - a. cutting
 - b. lacing (on cardboard or leather craft)
 - c. sewing
 - d. weaving
 - e. stringing small beads
 - f. reed projects - baskets, etc.
 - g. stenciling
 - h. folding paper
 - i. holding nail to be hammered
 - j. placing pegs in pegboard

H. Improvement of Visual Perception

1. Recognition of colors
2. Recognition of parts of a whole
 - a. a man has a head, a body, two arms, etc.
 - b. a house has a door, windows, etc.
3. Keeping paint, etc. on the paper
4. Stringing beads by following a color pattern

I. Activities for Improvement of Hand-Eye Coordination

1. Cutting on a line - solid, dotted
2. Staying inside a given area when coloring
3. Over and under proper place for weaving
4. Following guide-lines for sewing
5. Tracing on a line
6. Lacing

V. Activities:

Peg boards, stringing beads, pounding clay, free-expression coloring, and other activities such as these are used to build basic skills for the more difficult arts and crafts.

A. Coloring

1. Full-expression
2. Structured (or titled)
3. "Scribble" drawings
4. Crayon "scratch" designs
5. Batik crayon designs on cloth
6. Melted crayon designs - by iron or in oven
7. Coloring stencils

B. Painting

1. Finger painting
2. Easel painting
3. Sponge, spool painting
4. Painting objects
 - a. branches
 - b. bird houses
 - c. coffee cans
5. String painting
6. Mix primary colors to obtain secondary colors
7. Stick and/or potato block printing
8. Hand and/or foot prints

C. Cutting

1. Shapes
 - a. circles
 - b. squares
 - c. triangles
2. Material for place mats
3. Following lines-dotted or solid
4. Cork coasters
5. Fringing

D. Folding

1. Wash cloths
2. Towels
3. Paper - $\frac{1}{2}$'s and $\frac{1}{3}$ rd's
4. Napkins - rectangle and triangle
5. Soldier's hat
6. Wrapping presents

E. Beads

1. Large beads, no design
2. Small beads, no design
3. Small beads - alternate colors or designs
4. Necklaces and bracelets

F. Crafts

1. Lacing (pre-punched)
 - a. billfolds
 - b. comb cases
 - c. key and coin cases
2. Weaving
 - a. paper
 - b. loopers
 - c. reed
 - (1) baskets
 - (2) napkin holders
3. Ceramic tile
 - a. ash trays
 - b. candy dishes
 - c. hot plates
4. Clay
 - a. beads for stringing
 - b. ashtrays
 - c. coasters

5. Felt activities
 - a. cosmetic cases
 - b. change purses
 - c. eye glass cases
 6. Marble ("cat-eye") activities
 - a. hot plates
 - b. paper weights
 - c. ash trays
 7. Wood working activities
 - a. book ends
 - b. bird houses
 - c. sawing
 - d. sawing on angles with angle board
 - e. sanding
 8. Sewing
 - a. paper sewing - free design
 - b. simple running stitch
 - c. place mats
 - d. 2-hole buttons
 9. Styro-foam activities
 - a. Christmas decorations
 - b. Easter decorations
 - c. Other holiday decorations
- G. Paper activities
1. Paper chains
 2. Paper mosaic
 3. Paper designs for holidays
 - a. hearts
 - b. pumpkins
 - c. Christmas trees
 - d. snowflakes

IV. Areas of Instruction

G. Physical Education

I. Topic: Physical Education

- II. Importance of Unit: The variety of activities in the comprehensive recreation program makes it almost impossible to discuss all the objectives or desirable results for the program. When determining direction for a specific part of the program, the emphasis should be placed upon the developmental needs of the individual participants. While the specific goals and outcomes for individuals participating in the same activity or for the same individual participating in different activities might differ, the basic aim of the overall program is to cultivate varied capacities so that the individual is always progressory toward greater degrees of social independence, physical well-being, emotional stability, and intellectual advancement.

Some activities considered especially appropriate for the mentally retarded are listed in the following pages. These lists differ little from lists of recreation activities developed for normal children. The differences and variations are in approach, length of time needed to complete the project, intensity, and caliber of the finished product or end result. The differences between activities for the retarded and for the nonretarded are more in degree than in kind.

III. Objectives:

A. Physical Objectives

1. To improve general physical health and appearance
2. To develop and improve the basic motor skills and fundamental body movements
 - a. walking
 - b. running
 - c. grasping
 - d. climbing
 - e. hanging
 - f. throwing
3. To increase physical stamina, motor ability, and physical fitness
 - a. coordination
 - b. strength
 - c. muscular endurance
 - d. muscular power
 - e. flexibility
 - f. balance
 - g. speed
4. To improve posture
 - a. rhythm and grace
 - b. control of movement

B. Social Objectives

1. To develop skills and abilities necessary for successful participation
2. To have social experiences that will aid in the pursuit of increasing degrees of social independence
3. To experience greater degrees of acceptance and belonging as an individual
4. To develop better self-care skills
5. To become a better citizen and contributing member of the community
6. To participate more with the family
7. To adjust to the demands of the group and to work as a part of it
8. To respect the rights of others and to develop respect for materials and tools
9. To become more cooperative
10. To develop and exhibit leadership qualities
11. To become more sociable, outgoing, and friendly; to get along better with others; to increase one's circle of friends

C. Emotional Objectives

1. To develop greater levels of courage, self-confidence, and poise
2. To improve self-image
3. To increase self-respect
4. To experience greater satisfactions through participation
5. To become happier as an expression of joyful participation in wholesome activities
6. To feel secure in a variety of situations
7. To receive recognition and approval as an individual
8. To experience greater feelings of success, accomplishment, and achievement
9. To become more independent
10. To assert individualism
11. To have fun and to enjoy participation
12. To develop a greater interest in play and recreation that will promote wiser, more constructive, and wholesome use of leisure and free time
13. To develop bases of inner control for overt behavior
14. To develop positive attitudes toward play and recreation
15. To improve self-control and emotional stability
16. To release aggressions in socially acceptable ways
17. To become more persevering, less distractable, and better able to see a task through to its completion; to exercise more patience
18. To improve upon work habits and approaches
19. To accept evaluation, direction, authority, and constructive criticism

D. Intellectual Objectives

1. To experience spontaneous and meaningful nonverbal ways of self-expression
2. To improve upon the communication skills and language development; to improve vocabulary
3. To accelerate the development of the basic education skills
4. To improve the attention span and the ability to concentrate
5. To become better able to follow directions
6. To develop prevocational and vocational skills
7. To become better able to plan
8. To arouse a sense of curiosity
9. To acquire new skills, hobbies, and interests that have lifetime values
10. To become more observant
11. To improve auditory and visual discriminatory powers

IV. Activities:

A. In selecting activities for use in the program the leader should consider certain relevant questions:

1. Does the activity offer ample opportunity for achievement and success?
2. Is it activity adaptable to the individual group?
3. Does the activity contribute to the need for providing a wide variety of experiences involving many different skills?
4. Is the activity practical for the time allotted and the facilities available?
5. Is the activity relatively safe for the individual, considering his physical and mental abilities and his emotional and psychological conditions?
6. Does the activity invite response to its challenge?
7. To what degree does the activity promote cooperative effort or involve competition?
8. Is the activity socially beneficial?
9. Is the focus on action and participation?

B. Basic Movement

Movement education is a problem solving approach to activity designed to stimulate exploration of space, speed, control, and level of natural body movement. The broad aims are to develop strength, mobility, and agility in the participant, to teach the participant to manage his own body, to facilitate the learning of more specific skills, to give the individual an opportunity for creative physical activity, and to encourage communication of feelings and ideas. Exploration of basic movement can be done upon verbal command, and signals from drums and whistles, or to music.

When offered to the retarded, such activities must be much more definitely structured than when used with normal children.

- | | | |
|---------------|--------------|--------------------------|
| 1. Balancing | 15. Hopping | 28. Shifting body weight |
| 2. Bending | 16. Jumping | 29. Skipping |
| 3. Bouncing | 17. Kicking | 30. Sliding |
| 4. Carrying | 18. Leaping | 31. Stopping |
| 5. Catching | 19. Lifting | 32. Stretching |
| 6. Climbing | 20. Passing | 33. Striking |
| 7. Crawling | 21. Pulling | 34. Swinging |
| 8. Dodging | 22. Punching | 35. Tagging |
| 9. Extending | 23. Pushing | 36. Throwing |
| 10. Flexing | 24. Reacting | 37. Tossing |
| 11. Galloping | to command | 38. Turning |
| 12. Gliding | 25. Rocking | 39. Twirling |
| 13. Grasping | 26. Running | 40. Twisting |
| 14. Hitting | 27. Shaking | 41. Walking |

C. Physical Fitness Activities

A part of the total program should be devoted to activities that are designed specifically to improve the level of fitness of the retarded. The poorly skilled do not get sufficient exercise from games alone to develop and maintain adequate levels of physical fitness. The retarded are most receptive to activities from this category; they derive satisfaction and enjoyment from them as they become better able to face the rigors of the day.

- | | |
|--|------------------------------|
| 1. Body mechanics and posture activities | 11. Medicine ball activities |
| 2. Cage ball activities | 12. Obstacle course |
| 3. Calisthenics | 13. Partner activities |
| 4. Chair activities | 14. Relays |
| 5. Circuit training | 15. Roadwork |
| 6. Climbing activities | 16. Rope skipping |
| 7. Corrective exercises | 17. Running |
| 8. Fitness testing | 18. Swimming |
| 9. Interval training | 19. Stick activities |
| 10. Isometric exercises | 20. Tire activities |
| | 21. Tug-of-war |
| | 22. Weight training |

D. Stunts, Tumbling, and Apparatus Activities

Because their individual nature offers a challenge to every individual, stunts, tumbling, and apparatus activities can be quite effective with the retarded. Satisfaction and confidence develop as the participant masters activities from these areas.

- | | |
|--------------------------------|---|
| 1. Self-testing activities | 19. Trampoline |
| 2. Singles stunts | 20. Mini-tramp |
| 3. Dual stunts | 21. Springboard |
| 4. Singles tumbling | 22. Vaulting box |
| 5. Dual tumbling | 23. Wall pulleys & weights |
| 6. Individual balances | 24. Stick activities |
| 7. Dual balances | 25. Obstacle course (indoor, outdoor, improvised) |
| 8. Pyramids | 26. Medicine ball activities |
| 9. Free exercise | 27. Jump rope, dual |
| 10. Balance board activities | 28. Jump rope, long rope |
| 11. Low balance beam | 29. Chinese jump rope |
| 12. High balance beam | 30. Weight training |
| 13. Rope climbing, single rope | 31. Isometric activities |
| 14. Rope climbing, multiple | 32. Barrel activities |
| 15. Jump rope, singles | 33. Activities with improvised apparatus |
| 16. Horizontal ladder | 34. Hoop & tire activities |
| 17. Jungle gym | |
| 18. Peg board | |

E. Relays

Relays can be beneficial in teaching general motor skills and specific sports skills, in promoting physical fitness, and in stressing the cooperative team effort needed for group fulfillment of a goal. The number and types of relays are endless. Some general areas from which relays might be include the following:

- | | |
|----------------------------|---|
| 1. Ball handling | 5. Special apparatus, (tires, ropes, barrels, etc.) |
| 2. Conditioning activities | 6. Specific skills |
| 3. Novelty types | 7. Sport types |
| 4. Object handling | |
8. The following suggestions are to facilitate organizing, conducting, and administering relays:
- See that teams are as near even in ability as possible. When teams are not equal, have an individual from the short team run an extra time (first and last)
 - Demonstrate how the relay is to be conducted. Have a few individuals go through the movements to make sure that all understand what is to be done. Answer questions after the demonstration.
 - Have six or eight participants on a team. Avoid having too many; six is the ideal number.
 - Indicate clearly how and when each individual is to start, that is, how to tag off the next participant. Indicate what the team members are to do when their group finishes; a good procedure is to have the entire team sit down and raise hands.

- e. use discretion in having coeducational relays. Certain types of relays are adaptable to this organization while others are not; a blend of both should be used

F. Games and Sports

Included in this category are the basic games as well as relays to develop specific skills, lead-up games, games of low organization, and modifications of the actual activity. The leader must realize that different games can be used to achieve various goals and that there are all degrees of vigorousness among the specific games. Care must be taken not to overwork this area of the program and not to thrust the retarded person into the activity before he is ready for it--ready mentally as well as physically, emotionally, and socially.

- | | |
|---------------------------------|------------------------------|
| 1. Game-type activities | 4. Specific lead-up games |
| 2. Games of low organization | for certain activities |
| 3. Games of higher organization | 5. Athletic games and sports |
| | 6. Line games |
| | 7. Circle games |

G. Team Sports

Virtually all team sports with appropriate modifications and adaptations have been used with some degree of success with the retarded:

- | | |
|---|----------------|
| 1. Baseball | 6. Soccer |
| 2. Basketball | 7. Softball |
| 3. Football (11-man, 6-man, touch, tag, flag) | 8. Speedball |
| 4. Hockey (field, ice, plastic) | 9. Stickball |
| 5. Lacrosse | 10. Volleyball |
| | 11. Line games |

H. Dual Sports

A great many of these activities in which two participants engage can be classified as carry-over activities. The individual can participate in dual activities as lifelong leisure-time pursuits:

- | | |
|---------------------------------|---------------------|
| 1. Tennis | 10. Marbles |
| 2. Badminton (singles, doubles) | 11. Miniature golf |
| 3. Billiards | 12. Paddle ball |
| 4. Bowling | 13. Paddle handball |
| 5. Croquet | 14. Paddle tennis |
| 6. Golf | 15. Pool |
| 7. Deck tennis | 16. Ring toss |
| 8. Horseshoes | 17. Shuffleboard |
| 9. Loop tennis | 18. Table tennis |
| | 19. Hopscotch |

I. Individual Sports Activities

There are some activities in which the individual may participate by himself or with others. These activities are usually quite adaptable, and they have carry-over value as lifetime pursuits.

- | | |
|---------------------------------------|-----------------------------|
| 1. Archery | 11. Horseback riding |
| 2. Bait casting | 12. Ice skating |
| 3. Baton twirling | 13. Kite flying |
| 4. Bicycling | 14. Punching bag activities |
| 5. Dart throwing (rubber, regulation) | 15. Skiing |
| 6. Diving | 16. Swimming |
| 7. Field activities | 17. Track and field events |
| 8. Fishing | 18. Walking |
| 9. Fly tying | |
| 10. Hiking | |

V. Future Plans

- A. Guidance and Counseling
- B. Speech
- C. Sheltered Workshop
- D. Hearing
- E. Pre-School Program

V. Future Plans

A. Guidance and Counseling

The guidance point of view is an educational attitude that focuses the attention of the entire staff on the needs of individual pupils in the school. It regards each pupil as a unique, human organism with varying needs. The principle of respect for the dignity of the pupil is fundamental. This means that each pupil is important, regardless of what he is or what he has done. This guidance viewpoint includes the belief that each pupil has inherent worth and should be helped to develop his potentialities as fully as possible.

Our guidance counselor works very closely with our special education classes in helping to identify possible candidates for special education by testing and interpreting the results or findings of the Mental Health Clinic. She helps with special problems, group counseling and also with various agencies including the Welfare Department and the Health Department to meet the needs of our children.

B. Speech

A Van, furnished by Title III, will have available a speech and hearing specialist to work with our children who have speech and hearing problems. Other services of the Van will be a psychologist to assist with our testing and evaluating.

C. Sheltered Workshop

As of this date we have four units of special education; primary, intermediate, junior high levels along with the trainable unit. We plan to add the high school level next year (1970). Future plans include a sheltered workshop and vocational training for the students after they reach the age of sixteen.

D. Hearing (See B. Speech)

E. Pre-School Program

The pre-school program of Headstart is available to the special education department as it eliminates some possible candidates for special education due to cultural and social deprivation. Early training and early identification of their problems will be an asset to special education.

VI. Appendix

A. Field Trips

I. Field Trips:

- II. Importance of Trips: As the trainable child lacks the ability to transfer any type learning easily, concrete experiences give him the necessary environment in which to apply any information presented to him. An excursion of any degree gives him an opportunity to use the skills he may have, or those the teacher wishes to reinforce, as well as additional information about his world. Of equal importance is the contribution to public relations. Not only are the children exposed to their community, but their community is exposed to them. Teachers will find themselves answering many questions about the trainable child, the school program, and about mental retardation in general, on most field trips.

III. Suggested Field Trips:

A. For Fall

1. Grocery stores
2. Public parks
3. Radio station
4. Flower garden
5. Walk around community
6. Green house
7. Bakery
8. Department store
9. Air port
10. Train depot
11. Restaurants
12. Laundromats

B. For Spring

1. Public parks
2. Camden park
3. Swimming
4. Fire station
5. Police station
6. Picnics
7. Assembly - high school
8. Department store

C. Preparatory Activities

1. Teacher

- a. calling for time and date
- b. arranging transportation
 - (1) station wagon
 - (2) parents
 - (3) student-aides
 - (4) volunteers from high school

c. discussion with children

- (1) basic self-care rules
 - (a) wash hands and face
 - (b) comb hair
 - (c) arrange clothing - button shirts and blouses - fix hanging slips - tie and/or buckle shoes
 - (d) clean fingernails
- (2) basic social manners
 - (a) say thank you, please, you're welcome, etc.
 - (b) up and down stairs with alternate feet
 - (c) voices quiet
 - (d) no playing, pushing, bothering others
 - (e) cover mouth when sneezing and/or coughing
 - (f) using kleenex when needed
 - (g) keeping hands to self; not touching anything
- (3) basic safety rules
 - (a) to and from visitation point
 - (b) according to site visited
 - (c) "readomg" signs - in, out, push, pull, danger, keep out, stop, walk, go, etc.

2. Pupil activities

a. play activities

- (1) pushing "cart" (old baby buggy, doll carriage, wagon) between rows of chairs
- (2) taking top can of stacks without disturbing the rest - use play milk bottles, milk cartons, large beads
- (3) "swimming" on blocks and pillows
- (4) water play - table, small wading pool, or sprinkler
- (5) playing house
- (6) play with toy animals - farm and zoo
- (7) listening to records

b. actual preparation

- (1) personal grooming
- (2) popping corn to feed ducks
- (3) breaking stale bread pieces to feed ducks
- (4) undressing and putting on swim suits
- (5) donning suitable clothing for weather
- (6) gathering dirty clothes
- (7) fixing sandwiches for a picnic
- (8) planning a menu

3. Reasons for excursion

- a. to learn correct behavior at various establishments
- b. to apply skills already learned
- c. to reinforce skills learned
- d. to become familiar with the community
- e. to expose sheltered children to as many various experiences as possible
- f. to become familiar with community helpers
- g. to expose the children and various people of the community to each other

B. Special Education Department
Progress Report

Name _____

Code:

Yellow - Slow

Red - Needs Help

Green - Very Good

THE DEVELOPMENT OF YOUR CHILD

A. Intellectual Development

1. Concepts, colors, numbers, sizes, etc.

B. Social Development

1. At school and home

C. Language Skills

1. In words
2. In phrases
3. In music

D. Emotional Adjustment

E. Listening Skills

F. Motor Skills

1. Large muscles
2. Small muscles
3. Rhythms

G. Economic Usefulness

H. General Health and Personal Grooming

I. Independence

1. Dressing self
2. Feeding self
3. Resting
4. Safety
5. Washing
6. Toileting

Recommendations for helping your child at home:

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